




**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Children's Fiction Since 1900				
Module Code	UPGPPR-30-3	Level	3	Version	1
Owning Faculty	ACE	Field	English		
Contributes towards	BA Hons English, BA Hons English and Journalism, BA Hons English and English Language, BA Hons English and Drama, BA Hons English and Philosophy, BA Hons English and History				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	UPGPPH-30-2 Forms of Reading/Reading Forms	Co- requisites			
Excluded Combinations	UPGPTD-30-3 Children's Fantasy Fiction since 1900	Module Entry requirements			
Valid From	September 2013	Valid to	September 2019		

<b>CAP Approval Date</b>	6 February 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a detailed understanding of the history and major genres of modern children's fiction, such as fantasy, social realism, adventure story, school story, picture books, Young Adult and crossover titles. (Component A, Component B Element 1)</li> <li>• Apply critical insights to the in-depth study of these texts, both through exercises in close/comparative reading (Component A) and extended discussion (Component A, Component B, Element 1).</li> <li>• Investigate and analyse the theoretical and practical issues raised by the study of children's literature, including questions of definition, subject matter, focalization, the relationship of narrator and author to audience, and attitudes to children's literature within the academy, publishing and the media. (Component A, Component B, Elements 1 and 2)</li> <li>• Demonstrate a nuanced understanding of the wider cultural and professional contexts of children's literature, including questions of</li> </ul>

	<p>production (commissioning, writing, editing, marketing, multi-media aspects, promotion) and reception (censorship, awards, reviews, relations with other forms of literature, canonicity). (Component B, Element 2)</p> <ul style="list-style-type: none"> <li>• Demonstrate an ability to discuss children’s fiction in a variety of modes, such as academic essays, reviews, critical fictions, production of marketing publicity material, interviews, etc. (Component A, Component B, Elements 1 and 2)</li> </ul>																														
Syllabus Outline	<p>The syllabus will integrate the study of individual texts (considered broadly chronologically and/or in generic terms) with the exploration of key critical and theoretical questions related to children’s literature. Topics likely to be covered include: defining children and childhood; innocence and the <i>locus amoenus</i>; children’s books and ideology; didacticism and power; narration and the implied readership(s); censorship – internal and external; theories and taxonomies of the fantastic; forms and plots of children’s literature; language and style; genre conventions and series fiction; the interactions of text, picture and paritext; children’s literature as a cultural phenomenon.</p>																														
Contact Hours	<p>The normal model for contact will be a two-hour lectorial, plus a one-hour seminar. There will be a total of 72 contact hours over the course of the module.</p>																														
Teaching and Learning Methods	<p>As mentioned above, scheduled learning will take place in the form of one two-hour lectorial and one one-hour seminar per week.</p> <p>The lectorial will be used in a variety of ways. Normally, the first hour will be devoted to a standard lecture. The second hour will be used for one of the following activities: a workshop deriving from the subject of the lecture; analysis of a critical article; a practical writing session; a talk/discussion with a guest speaker; research training; showing of a short film; tutorial feedback or feedforward.</p> <p>The seminar will generally be devoted to group analysis of primary texts in the context of a given critical issue or question.</p> <p>The module involves students in an average of 9.5 hours of independent study per week, consisting of reading primary and secondary texts; preparation for seminar and workshop presentations; research; preparation and completion of assignments.</p>																														
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="461 1608 1362 2018"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td></td> <td colspan="3"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>											<i>Number of credits for this module</i>			30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300					
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The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		25%	
Coursework assessment percentage		75%	
Practical exam assessment percentage		0%	
			100%

Reading Strategy

Students will be expected to buy their own copies of the primary texts. They may also be asked to buy a modestly-priced secondary text. Otherwise, all texts needed for the successful completion of this module will be available through the library (including electronic databases) and/or digitized materials accessed through Blackboard.

All the major children's literature academic journals (*Children's Literature*, *Children's Literature Association Quarterly*, *Children's Literature in Education*, *The Lion and the Unicorn*, *Papers*) are available online through databases such as Project Muse, Literature Online and JSTOR. Students will be encouraged to access these, and given advice on how to do so.

The library has an excellent stock of current critical books on children's literature, and short and medium-term loans will be used to maximize access to these. Key chapters and articles not otherwise available will be made available as digitized copies, linked through Blackboard. Where electronic copies of books are available for purchase through the library, these will be preferred.

Indicative Reading List

Alston, A. (2008) *The Family in English Children's Literature*. London: Routledge.  
 Burnett, F. H. (1911/2008) *The Secret Garden*. Introd. S. Dahl. London: Puffin Classics.  
 Dahl, R. (1988/2007) *Matilda*. London: Puffin.  
 Lerer, S. (2008) *Children's Literature: A Reader's History from Aesop to Harry Potter*. Chicago: University of Chicago Press.  
 Lewis, D. (2001) *Reading Contemporary Picturebooks: Picturing Text*. London: Routledge/Farmer.  
 Mendlesohn, F. (2008) *Rhetorics of Fantasy*. Middletown, CT: Wesleyan University Press.  
 Nodelman, P. (2008) *The Hidden Adult: Defining Children's Literature*. Baltimore: Johns Hopkins UP.  
 Reynolds, K. (2007) *Radical Children's Literature: Future Visions and Aesthetic Transformations in Juvenile Fiction*. New York: Palgrave Macmillan.  
 Rowling, J. K. (1999/2004) *Harry Potter and the Prisoner of Azkaban*. London: Bloomsbury.  
 Thacker, D. C. and Webb, J. (2002) *Introducing Children's Literature: from Romanticism to Postmodernism*. London: Routledge.

### Part 3: Assessment

Assessment Strategy	<p>Assessment will be in three parts, including a seen examination and two pieces of assessed coursework (the Essay and the Portfolio). These are designed to test various learning outcomes and areas of the module curriculum.</p> <p>The seen exam will require students to research a particular critical question, or a generic or contextual aspect of children's literature, before recording their findings in controlled conditions.</p> <p>The Portfolio will challenge students to look at the ways at which children's texts operate in wider culture, and will require them to write in a variety of formats: e.g. a review of an adaptation; an editing exercise; a report on a text in terms of its market and possible promotional strategy; a piece of "fan fiction".</p> <p>The Essay will be a more traditional exercise, focusing critically on the analysis of particular texts.</p>
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Identify final assessment component and element	<b>A1</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>25%</b>	<b>75%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Two hour seen exam.	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. 1,500 word Essay	35%	
2. 2,500 - 3,000 word Portfolio	65%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Two hour seen exam	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. 1,500 word Essay	35%	
2. 2,500 - 3,000 word Portfolio	65%	
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		